



# Intersection Points

The Newsletter of the Research Council on  
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The Research Council on Mathematics Learning seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.

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## PRESIDENT'S COLUMN



### What's Your Mindset?

For most of us, the end of August – start of September marked a return to academic life. We have to juggle meetings with classes and students, plan instruction, attend to other service, and of course, find a place for our research. This message comes with the

hope that you are doing well with your juggling - and serves as a chance to share some of my experiences since becoming president of RCML earlier this year.

One of the best parts of serving as president – beyond connections to you as members – has been in representing you and RCML to others. Most prominently, the opportunity to speak at both NCSM and NCTM conferences last April in Denver was great! I gave away sticky notes to about 50 folks in my session at NCTM – part of the President's Series that provides a presentation time to the RCML president. Additionally, with our newly signed reciprocity agreement with NCSM, I staffed a table where I showed copies of our excellent journal, had wonderful conversations with mathematics education leaders about our

organization and its mission – and of course, gave away more sticky notes to those who came and listened! It was also a pleasure to go to sessions being led by RCML members at both conferences – and to meet some of you after your sessions to say hello and catch up on what you are doing.

While the connection to people – dinner with RCML members, informal chats in the convention center hallways – was a highlight of my Denver experience. I noticed an interesting theme in many of the presentations I attended that I think is worthy of mention and consideration. As I ask at the beginning of this column: What's your mindset? At several of the talks I attended during the week, the work of Carol Dweck, about the psychology of success, was discussed. Her work focuses on whether you have a fixed mindset or a growth mindset – and what this means for your learning and success. The mindset idea relates to how an individual views intelligence and learning. Dweck defines the two mindsets as, "Individuals with a fixed mindset believe that their intelligence is simply an inborn trait – they have a certain amount, and that's that. In contrast, individuals with a growth mindset believe that they can develop their intelligence over time"(Dweck, 2010, 16). How do these mindsets influence the behavior of teachers and learners? How do we address the range from "I can't risk engaging in this challenging activity" to "Wow, I was hoping for a challenge like this!"?

I had read some of Dweck's work several years ago as part of a research project about motivation – so was familiar with these ideas, but it motivated me to find her book (Dweck, 2006) over the summer and read more deeply about the mindset framework. I was further reminded of the current interest in this topic when I received my *NCSM Newsletter* this summer – and found several articles addressing the mindset work – including interesting discussions by Jo Boaler [*Teaching Mathematics for a Growth Mindset*] and Jane Wilburne [*Promoting*

*Growth Mindsets in the Classroom*]. These materials are helpful in looking at how Dweck's work fits into mathematics education.

I continue to think about how mindset impacts what I do in the classroom with students. I remind my students and myself that effort and perseverance matter and that failure should be recognized as an opportunity for learning. Supporting the development of growth mindsets will help cultivate an environment for student success in mathematics. Not surprisingly, my reading provided a chance for me to evaluate my own mindset – and was rather eye opening as I considered how I think about my learning and work – a fruitful time of reflection that will inform my work going forward.

In closing this column, let me say that I am looking forward to the presentations, proceedings, and journal articles that are coming from your research work and the places that your mind has set you thinking – places that I am sure inform and support the mission of RCML: *The Research Council on Mathematics Learning seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.*

Joining you in the mission of RCML,

Looking for information about Dweck's work on mindsets?

Dweck, C. S. (2010). Even Geniuses. *Educational Leadership*, 68(2), 16-20.

Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York: Random House.

Boaler, J. (2013). Teaching Mathematics for a Growth Mindset. *NCSM Newsletter*, 43(4), 11-13. [Access <http://www.mathedleadership.org/resources/newslettersvol43.html>]

# TREASURER'S REPORT

As of October 2013 we have the following amounts on hand in our organization accounts:

General Account	\$	18,894.70
Publications Account	\$	21,992.24
PayPal Balance	\$	<u>2,238.11</u>
Total RCML Accounts	\$	43,125.05

## RCML Conference 2014

February 27–March 1, 2014  
The Menger Hotel, San Antonio, Texas



*The stars at night are big and bright, deep in the heart of Texas. The 41st Annual Conference in San Antonio promises to be the biggest and brightest yet, with almost 100 sessions. Featured speakers include NCSM's Immediate Past President, Suzanne Mitchell, and the Founder's Lecture will be provided by Jon Engelhardt, currently Dean of the School of Education at Baylor University. Join us on the famous San Antonio Riverwalk for an exciting and thought provoking conference that will continue the RCML mission of stimulating, generating, coordinating, and disseminating research efforts designed to understand and/or influence factors that affect mathematics learning.*

**Conference Chair:** Sandra Browning ([Browning@UHLC.edu](mailto:Browning@UHLC.edu))

**Program Chair:** Eileen Faulkenberry ([efaulkenberry@tarleton.edu](mailto:efaulkenberry@tarleton.edu))

All conference information can be found at <http://web.unlv.edu/RCML/conference2014.html>

## RCML Memorial Scholarship

The RCML Board approved and funded the RCML Memorial Scholarship Award to support early career faculty travel to the annual conference. This scholarship award is being established in honor and memory of the organization's longtime members - living or deceased. Each year one award will be given in the amount of \$1,200 to offset the cost of attending the RCML conference. The recipient of the scholarship will be chosen on a competitive basis. To qualify, one must meet the following criteria: be a non-tenured faculty member in a tenure-track position at a college/university, have attended at least one RCML conference, and be a current RCML member. Further details about the scholarship award and the application form providing details for submission are currently posted on the website. In addition, the evaluation rubric that will be used by the review panel is available for applicants to consider as they prepare their materials. Applications will be due by November 1, 2013 for consideration and review by Sheryl Maxwell, Bill Speer, and Alan Zollman.



### Mathematics Education + Real World = PBI



by Jennifer Cribbs  
Western Kentucky University

The need for mathematics instruction that is linked to the real world and students' everyday lives has been discussed by the community of mathematics educators for years. As stated by the National Council of Teachers of Mathematics, it is important that mathematics curricula "focus on

mathematics content and processes that are worth the time and attention of students" (NCTM, 2000, p. 15). At times the attempt has led to clumsy or superficial connections through word problems that fail to engage students or present blatantly fabricated scenarios. However, project-based instruction (PBI) allows for some of these important connections to be made in a meaningful way. Yet, when asking pre-service mathematics teachers to create a PBI unit, they struggle to see how the real world is connected to the mathematics they will teach. How can we ask our pre-service teachers to tackle this daunting task so they can make these connections in their future classrooms?

Having pre-service teachers develop and implement a PBI unit, as part of the capstone methods course for middle and secondary pre-service teachers, is a way to aid them in the process of thinking deeply about how to

connect mathematics to the everyday world. In this course, pre-service teachers are challenged to look at the world through the lens of mathematics. How much rain causes the lake to rise? How is the maximum load for a bridge determined? Pre-service teachers find themselves trying to move from viewing mathematics as a way of solving for  $x$  to understanding the importance of  $x$  and why they are solving for it. They begin to think about posing questions that are worth answering, questions that could engage middle and high school students and encourage them to think more deeply about the mathematics they are doing, questions that are connected to the world around them. The process of re-conceptualizing mathematics can be painful, but there are also many rewards such as seeing the reaction of 6<sup>th</sup>-12<sup>th</sup> grade students when the pre-service teachers implement their unit in the classroom or finally understanding why certain concepts are vital for a mathematics curriculum.

So how do pre-service teachers develop these meaningful questions that are tied to the content taught in middle and secondary mathematics classrooms? As they begin to develop ideas for their PBI unit, I ask them to consider 1) community concerns or projects that could be linked to mathematics and 2) how the mathematics they are teaching is being used in the world around them. In this way, pre-service teachers are developing a big idea to lend context for a challenge that will be posed to students, also known as the Grand Challenge in PBI. At first, the pre-service teachers come back with underdeveloped ideas with weak links to mathematics or limited potential for engaging students, but as the class continues to reflect and discuss the idea of posing questions that will be relevant to students' everyday lives, the questions become more refined. The importance of the question that pre-service teachers end up selecting cannot

be overstated as it drives the entire unit, thus, commonly referred to as the Driving Question. A well-developed Driving Question will “require students to grapple with a complex issue, engage the big ideas, learning content standards, and ‘do’ as well as ‘know’” (Markham, Larmer, & Ravitz, 2003, p. 39).

In developing their PBI unit, pre-service teachers struggle less as the semester progresses. Once they are able to develop a connection between the real world and the mathematics content through their Driving Question, the hard part is over. They see that they are still teaching the mathematics they have grown familiar with over their careers as students but are teaching it in a different way. This revelation for pre-service teachers is important as they consider how to implement the Common Core State Standards for Mathematics (CCSSM) in their future classrooms. When considering the CCSSM, it becomes imperative that pre-service teachers become practiced in implementing instruction that incorporates mathematical practices that allow middle and high school students to have “procedural fluency” in addition to developing “productive dispositions” with mathematics (NGA Center & CCSSO, 2010, p.6). Posing meaningful questions as seen through a well-developed Driving Question can provide a way to integrate the mathematical content and practices. Pre-service teachers find themselves constructing their unit in a way that focuses on the process rather than solely on the product. Their conversations become more about how to get students to work collaboratively to solve a problem, make connections between the mathematics they are learning and the Grand Challenge, collect data and interpret results (possibly communicating these results with their peers, school, or community), and take ownership of their own learning.

Ultimately, pre-service teachers have the opportunity to implement a portion of their PBI unit in a middle or high school classroom. They see how students respond to their Driving Question and Grand Challenge in addition to experiencing the challenges and joys that come with this method of instruction. In doing this, the pre-service teachers have come full circle and have successfully addressed the challenge they were presented with at the beginning of the semester. Connecting mathematics to the real world and students' everyday lives does not have to occur through a PBI unit, but this instructional method has allowed for pre-service teachers to embrace the concept.

## References

- Markham, T. Larmer, J., Ravitz, J. (2003). *Project based learning handbook: A guide to standards-focused project based learning for middle and high school teachers, 2<sup>nd</sup> Edition*. Novato, CA: Buck Institute for Education.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for Mathematics*. Washington, DC: Authors.

## MEMBERSHIP REPORT

As of October, the membership of RCML for 2013 stands at 130! This is a great number of members interested in mathematics education. A positive of the growth in membership numbers is the increase in support we can provide for our journal, *Investigations in Mathematics Learning*. Your membership dues contributed \$3393 to the costs associated with publication of the three issues in the current volume. Remember that it will soon be time to renew your membership for 2014 – member dues cover the calendar year, January 1 to December 31. The membership form will be updated to reflect the change in dues for 2014 [regular member dues = \$40 and student member dues = \$34]. Thank you for being a part of RCML – and look for renewal messages to come your way soon!

Please direct those wanting to join RCML to our website  
<http://web.unlv.edu/RCML/memberform.html>

## 2014 MEMBERSHIP

Membership payment is due on **1 January** for the calendar year **2014**. To renew your membership please send **\$40** to the treasurer, Jean McGehee at the address below. Also, notify Mary Swarthout, Membership Chair, at [swarthout@shsu.edu](mailto:swarthout@shsu.edu) that you are becoming a member by filling out the form located at our website <http://web.unlv.edu/RCML/memberform.html> and mailing this to her address

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# Preparing for Elections

Annual elections are held in the fall. Current 2013 members will receive an e-mail message that will contain information that will allow both on-line and mail-in participation in the election. Voting will end on December 1, 2013. This year we elect a President-elect, Treasurer, Vice President of Conferences, and two positions on the Conference Committee. The candidate information is provided for your use as you prepare to mark your ballot.

## President Elect

Name: **Daniel Brahier**

Institution: **Bowling Green State University (Ohio)**

### **Why do you want to be considered for this office?**

I am deeply indebted to RCML for all that the organization has given me throughout my college teaching career. The people I have met and experiences I have gained have significantly helped me to develop my research agenda, interact with colleagues, and build partnerships that have shaped my work. I believe this would be a good time to “give back” to the organization by leading in the role of president. I stand ready to work with the membership to strengthen the organization over the next four years.

### **What do you believe are the challenges for RCML for the next two years?**

Membership seems to be the hot topic at the moment. In a climate where so many organizations are tugging mathematics educators in several directions, yet resources to support travel and research are limited, it is important for RCML to define itself more clearly and attract new members into the fold. We need to build on the strength that we are a smaller group that emphasizes relationships and collaboration. However, the organization also has to be large enough to include a variety of research agendas and experience levels of its members.

### **How would you seek to accomplish these challenges if you are elected to this office?**

First and foremost, RCML needs to clarify its purpose and work through the current members to attract new members. I would like to conduct a survey of the current members to assist in finding ways of building the membership. Second, I recognize that the success of the annual conference is essential for building a strong membership. I would work with the Conference Committee to build attendance levels and strength of the program to attract attendees. Finally, the publications of RCML are excellent but not as well known as I believe is possible. I would like to develop new ways of promoting the journal, newsletter, and website to reach out to people who might not have heard of the organization.

### **Describe your participation in RCML.**

I attended my first RCML conference about 20 years ago in Las Vegas. Since that time, I have attended almost every conference (there were a couple of years when travel was not possible). During those 20 years, I have served as Vice President for Publications, which involved providing input, copy editing, and serving on the editorial panel for the journal. I also created the current format of the newsletter, including giving it the name of “Intersection Points” that is still used

today. I also served on the Conference Committee, was Editor of the Newsletter, served as Archivist, and have presented at about 15 RCML conferences around the country. The RCML conference is always the professional development highlight of the academic year for me – I return home inspired and connected to new people and ideas.

**Describe other related experiences that you believe qualify you for this office.**

I am currently serving as one of three lead writers on an NCTM document that will be released next spring, charting the course for mathematics education in the U.S. for the next 10-15 years. I have been working on that project for a year. I have also served on the Editorial Panel for *Mathematics Teaching in the Middle School* for NCTM and for five years I served as author of *The World's Largest Math Event*. I am a reviewed for the RCML journal, as well as *Journal for Research in Mathematics Education*. In Ohio, I have served as President of the Ohio Council of Teachers of Mathematics and as President of the Ohio Mathematics Education Leadership Council. I was a lead author on the last two Standards documents in Ohio and have served on countless committees for the State, from developing assessments to designing standards for endorsement programs. Locally, I have served as President of the Greater Toledo Council of Teachers of Mathematics and have run the past three State-level mathematics conferences, attracting between 1,000 and 1,500 teachers to each event. I have served as Advisor for a student mathematics education organization on our campus with a membership of about 200 students and currently direct a scholarship program called Science and Math Education in ACTION at our university. I have authored four books and served as editor of the NCTM Yearbook two years ago.

Name: **Juliana Utley**

Institution: **Oklahoma State University**

**Why do you want to be considered for this office?**

I started with RCML as a graduate student and have not missed a conference since that time. RCML has played an integral part in my growth as both a teacher educator and researcher through the support of many RCML members. Thus, I want to give back to RCML by helping it to continue to grow and support other novice and veteran educators and researchers.

**What do you believe are the challenges for RCML for the next two years?**

As travel budgets for faculty continue to be tight, maintaining a healthy attendance each year at the annual conference is a key challenge we currently face and will continue to face in our near future. Thus, a second challenge is to continue to strive to grow our membership, but maintain the feel we have of a close network of colleagues and friends. A third an extremely important challenge for RCML as an organization is that we self-publish our journal. In light of the digital world in which we live and the way libraries are now handling subscriptions, this will be an issue we will need to continue to examine as our organization moves forward.

**How would you seek to accomplish these challenges if you are elected to this office?**

I would like to work with the RCML membership and board to continue to make RCML a vibrant organization that continues to welcome and support novice and experienced researchers as well as find ways to continue to increase the membership of RCML. These efforts might include exploring a variety of marketing ideas (e.g. rack cards, personal emails, etc.) to get the word out

about the quality and purpose of our organization. I believe that the careful selection of conference sites can also have an impact on conference attendance by both current and new members. Additionally, I would like to support RCML's efforts to continue to grow subscriptions for the RCML journal – *Investigations*.

**Describe your participation in RCML.**

During my time with RCML, I have been an active member by serving on the conference committee and on the board as secretary. Additionally, I served as a program co-chair in 2008 in Oklahoma City, Oklahoma and then as Conference Chair in 2013 in Tulsa, Oklahoma. It was at the 2008 conference that Dr. Stacy Reeder and I proposed the idea of publishing a peer-reviewed conference proceedings. As a result, we have had some great editors of the proceedings that have made this idea a valuable contribution to the organization.

**Describe other related experiences that you believe qualify you for this office.**

I have served as the Co-Executive Director for School Science and Mathematics for the past three plus years. This opportunity has given me extensive experience in a variety of ways that I can bring to RCML. These experiences include how organizations run day to day, the development of an organization website, working with Wiley-Blackwell who publishes the SSMA journal, choice of convention hotel and negotiation of hotel contracts, details related to hosting conventions (meals, registration, etc.), and finances of the organizations. Additionally, I am a Co-Editor and founder of our state mathematics organization's journal – the *Oklahoma Journal for School Mathematics*.

## Treasurer

Name: **Keith Adolphson**

Institution: **Eastern Washington University**

**Why do you want to be considered for this office?**

I value RCML for its emphasis on being a caring, collaborative, and supportive professional community, as well as, a source for personal renewal. I feel an obligation give back to the organization that has nurtured me by taking a more active role.

**What do you believe are the challenges for RCML for the next two years?**

I feel that the main challenges facing RCML are increasing membership and conference participation. It is important to accomplish this while enhancing our visibility and stature within the mathematics education community and without sacrificing our intimate character as a professionally supportive community.

**How would you seek to accomplish these challenges if you are elected to this office?**

Word-of-mouth can be an effective means of recruiting new members. Making collegial connections, preserving the quality of our conferences, and *Investigations* all help keep them with us. I believe that raising the visibility of our conferences, pursuing closer affiliations with related organizations, and publishing opportunities such as our conference proceedings and *Investigations* may help attract new members and enhance the organization's stature. We might want to think

about how we advertise; especially via social media. Also, we may want to consider other venues for the conference in order to broaden our reach and attenuate a regional cachet.

**Describe your participation in RCML.**

I have been an RCML member since 2001. I have attended and presented at most conferences since then.

**Describe other related experiences that you believe qualify you for this office.**

I am the treasurer of our faculty union. I have served several terms on the RCML conference committee and as the Vice President for Middle Schools on the Central Oklahoma Association of Teachers of Mathematics where I helped organize our semiannual conferences. In addition, I have participated and presented at numerous regional, national, and international conferences including: PME, PME-NA, Northwest Mathematics Conference, and NCTM; in addition to RCML. I believe that I bring many strengths to the position such as: resourcefulness, organizational skills, the ability to be a collaborative team member, some facility with technology, and an excellent sense of humor.

Name: **Kerri Richardson**

Institution: **The University of North Carolina at Greensboro**

**Why do you want to be considered for this office?**

I believe strongly in serving the RCML organization because it is an important place to share ideas about mathematics education.

**What do you believe are the challenges for RCML for the next two years?**

Encouraging new membership.

**How would you seek to accomplish these challenges if you are elected to this office?**

I will continue to encourage new colleagues I meet to attend the conference and join the organization. These new colleagues include faculty and doctoral students.

**Describe your participation in RCML.**

My participation in RCML has previously included attending the conference regularly and hosting one of the meetings in 2012 in Charlotte. I will continue helping in a more consistent manner by serving as the treasurer but also still present and attend future conferences.

**Describe other related experiences that you believe qualify you for this office.**

I hosted the 2012 RCML conference in Charlotte and helped organize the one held in Oklahoma City back in 2004. I've come to know many of the members of the organization and feel I'm a good fit for the position.

# Vice-President of Conferences

Name: **Lynn Columba**

Institution: **Lehigh University (Pennsylvania)**

## **Why do you want to be considered for this office?**

As a long-time member of RCML, I regularly attend the annual conference along with my doctoral students. As a regular attendee, I wanted to give back to RCML by serving as the Vice-President of Conference. In this role I would have the opportunity to participate in the planning of our thought-provoking speakers and program at the annual meeting.

## **What do you believe are the challenges for RCML for the next two years?**

One of RCML's challenges for the future includes recruiting members to the organization. Another challenge is to continue to provide a strong and inviting research program at our annual meetings to attract new and current members to attend the conference.

## **How would you seek to accomplish these challenges if you are elected to this office?**

A few of the strategies to accomplish these challenges is to listen to the needs of the membership when it comes to planning days, times and locations of the annual conferences. Part of this process is to carefully select locations, which includes the city and the hotels, that are cost effective and logistically accessible for our members.

## **Describe your participation in RCML.**

I attend the conference on a regular basis and I bring doctoral students to participate whenever possible. I was the Program Chair in 2011 for the conference in Cincinnati, Ohio. Bob Drake, Stacy Reeder, and I authored an RCML Conference Planning Guide in 2012. I am a reviewer for *Investigations in Mathematics Learning*, 2013. In 2011, 2012, and 2013 I reviewed conference proceedings for RCML.

## **Describe other related experiences that you believe qualify you for this office.**

I am the chair of the Conference Committee for SSMA from 2011-2014 (I will be rotating off in Spring, 2014). Also, I serve as a member of the Communications Committee and the editor of the newsletter for NCSM. I am active in three state level mathematics organizations: PCTM, PCLM, and PAMTE.

Name: **Eileen Durand Faulkenberry**

Institution: **Tarleton State University (Texas)**

## **Why do you want to be considered for this office?**

I feel with my recent and current service to RCML, I am uniquely positioned to assist the conference committee and future conference and program chairs to host outstanding conferences that will support and strengthen the research on the learning of mathematics.

**What do you believe are the challenges for RCML for the next two years?**

RCML provides a nurturing environment for researchers. This is especially beneficial to young researchers. The annual conference of RCML is an excellent opportunity to collaborate, disseminate, and extend our research. The Proceedings have added an additional layer of opportunities provided by RCML. Our recent conferences have been well attended, but we have significant room for growth. I would like for our organization to extend its reach and impact more young researchers and support them in their work. It is important to maintain the experienced researchers as well, as they provide invaluable support and mentorship.

**How would you seek to accomplish these challenges if you are elected to this office?**

I see the annual conferences as a significant portion of the RCML experience. I would like to see the participation grow, leading to growth in the organization. In order to do this, we would implement recruiting strategies to encourage participation. I also envision us leveraging technological innovations to streamline the process: from proposal submissions to the publication of the program.

**Describe your participation in RCML.**

I am currently the program chair for the 2014 conference. I served on the conference committee 2009-2013. I have been a member since 2008.

**Describe other related experiences that you believe qualify you for this office.**

I was the program co-chair for the 2002 NCTM Regional conference held in Oklahoma City, OK.

## **Conference Committee**

Name: **Jonathan Bostic**

Institution: **Bowling Green State University, (Ohio)**

**Why do you want to be considered for this office?**

I have met many amazing scholars at RCML. It would be a privilege to serve as a conference committee member. I would like to be considered for the conference committee for two reasons. First, I have a strong desire to maintain the current RCML conference experience. RCML is a nurturing conference experience that has helped me grow over the last three years and I want to maintain these positive experiences for others in the future. The second reason is that I hope to support its growth as a premier mathematics education conference. Faculties' travel budgets are decreasing at many institutions, which make choosing and attending conferences a difficult decision. The RCML meeting is one the best intimate conference settings for mathematics educators. It is imperative that RCML's annual meeting shift to meet the needs of new members, established researchers, and senior scholars. Armed with experiences designing and organizing sessions for graduate students at AERA as well as planning College-wide conferences, I feel confident these experiences will translate well to the RCML conference committee. I am excited to work with the committee and promote RCML's mission in a way that fosters its members' growth.

### **What do you believe are the challenges for RCML for the next two years?**

There are some challenges for RCML to overcome. One challenge is recruitment of new members. A second challenge is providing new opportunities for RCML membership to interact during the conference.

### **How would you seek to accomplish these challenges if you are elected to this office?**

The first challenge involves recruiting new members to RCML. Over the last two years, I have noticed that some members encourage their graduate students to attend and present. In fact, many active members first experienced RCML as graduate students. As a conference committee member, I would meet this challenge in three ways. First, I would further encourage others to bring their graduate students. Second, I would use my network of mathematics educators involved in the Service, Teaching, and Research (STaR) cohort as a means to grow membership and involvement in RCML. At last year's STaR meeting, I mentioned RCML and not one person was aware of our group. Hence, I made certain to describe the conference, who is involved, and why they should become involved. This recruitment can be useful as a conference committee member. The third avenue also aims to meet the second challenge: new opportunities. One opportunity would be to offer new session types at the conference such as a graduate student-only poster session and cooperative sessions for discussing issues. No other organization (or its conference) allows graduate students an opportunity to share their work during poster sessions. Some (e.g., AERA and PME-NA) offer poster sessions but these are open to anyone and can be overwhelming. A graduate student-only poster session would allow budding mathematics educators an opportunity to share their ideas, gather feedback, and interact with the greater RCML membership. This session could coincide with lunch, and leave sufficient time for poster presenters to eat after a brief session and to conduct the business meeting. These three solution strategies would help recruit new members while also retaining RCML's mission and goals without growing out of the warm, caring environment that RCML provides.

To respond to the second challenge: I think RCML might benefit from a second new session. My idea is a cooperative session, which will provide space and time at the conference designated for members to share ideas and work collegially and cooperatively on a shared project or vision. This sharing session could happen at the end of the first day and would not require anything different from the conference schedule. In fact, the idea is similar to the "birds of a feather" group that RCML used to offer. The key difference would be to indicate to attendees that a session at the end of the day (e.g., 4:30 – 6:00pm) as time to meet about shared issues and visions. This idea was enacted after the 2013 RCML gathering. I initiated a conversation with Sean Yee and as a result of that conversation we are submitting a journal article focusing on a mutual research interest. I am sure there are others who have shared ideas and visions and would appreciate this time and space to explore possible collaborations to write, research, and serve the field together.

### **Describe your participation in RCML**

I began participating in RCML in 2011 as a conference proceeding reviewer and continue to review conference proceedings. At my first conference meeting in 2012, I presented with Gabriel Matney and had a paper published in the 2012 conference proceedings. The following year, I presented again and had a paper published in the 2013 proceedings. The 2013 presentation was a session examining Common Core professional development, which was led by multiple presenters including Dan Brahier, Linda Gojak, Gabriel Matney, and Bill Speer. Since 2011, I have served as an *Investigations* reviewer and have reviewed several manuscripts.

**Describe other related experiences that you believe qualify you for this office.**

I have held numerous positions that qualify me for the conference committee. As a graduate student, I served as the President of the University of Florida College of Education Graduate Student Association. In that role I organized our annual poster presentation as well as six meetings focused around research, teaching, and service in the education field. Membership increased two-fold during my time because we actively sought out ways to include all areas of education and not one avenue. As a graduate student, I also served as the AERA Division C (Learning and Instruction) Graduate Student Council President. As AERA Division C GSC President, our membership doubled and I organized and led a session with three panel members, which focused on ways that mathematics education theories were driving educational research. These two experiences show my ability to organize meetings, sessions, and conferences. As an assistant professor, I have served on numerous committees and volunteered with numerous organizations that have helped me grow. In the last two years, I have volunteered at Ohio Council of Teachers of Mathematics (OCTM), NCTM, and RCML conference meetings at the registration or similar table. Those roles have allowed me to help the conference function thus I have a better idea of what it takes for a conference to be successful. As a conference volunteer I have registered attendees, helped participants find meeting rooms, and performed other tasks. Finally, I believe in RCML's mission and foster its mission by presenting at the conference and reviewing conference proceedings and manuscripts for *Investigations*.

Name: **Bill McGalliard**

Institution: **University of Central Missouri**

**Why do you want to be on the conference committee?**

I am very passionate about understanding the way in which students learn and understand mathematics. To this end one of the ways I can be of service to the mathematics education community is to be active in RCML and assist in making the conference a welcoming and productive environment.

**What do you see as the challenges for RCML in the next 2 years?**

The biggest challenges for RCML in the coming 2 years are to retain the high quality of our conferences and to attract more members to contribute to this valuable organization.

**How would you seek to accomplish these challenges if elected?**

The RCML conferences that I have attended in the past have all been excellent and very welcoming places for researchers, teachers, as well as teacher educators. I think it very important that this trend continue since it is my opinion that is one of the RCML's greatest strengths. I can assist the other conference committee members in making future conferences just as superb and welcoming as the past ones that I have attended. A big part of member retention and attraction is having a conference with superb attendance and featured speakers. As a member of the conference committee I help see this come to fruition. I also believe we can use our friendly and open atmosphere to help attract potential scholars, teachers, and teacher educators and support them in their careers.

**Describe your participation in RCML.**

I have attended 3 RCML conferences in the last 4 years at Little Rock, Charlotte, and Tulsa. I have presented at 2 of them (Little Rock and Charlotte) and have had 2 proceedings papers published.

**Describe other related experiences that qualify you for this position.**

While in my present position I have served on several committees. These committees have taught me how to work with a group of like minded professionals in the pursuit of attaining shared goals. I believe these experiences will be invaluable in aiding me if I am elected to be on the conference committee.

Name: **Ramakrishnan Menon**

Institution: **Georgia Gwinnett College**

**Why do you want to be considered for this office?**

To contribute to the work of RCML in general, and to the RCML annual conference in particular. The annual conference is an opportunity for our members to come together, share diverse experiences and research efforts, and network with other math educators. Being on this committee will allow me to contribute to the myriad activities that go into planning for a conference that meets the needs of the conference participants.

**What do you believe are the challenges for RCML for the next two years?**

I believe that one challenge RCML faces is how to increase membership. Another challenge is the difficulty (mainly financial constraints) faced by potential conference participants to be physically present at conferences.

**How would you seek to accomplish these challenges if you are elected to this office?**

To overcome the membership challenge, we could reduce the conference registration fee by 25% for every member who brings in a new member.

To overcome the financial constraint, we could offer members the option of presenting an electronic session, or e-session (such sessions could make up a small percentage of the presentations), so that travel and hotel expenses do not become major constraints.

**Describe your participation in RCML.**

I have been a member of RCML for more than 10 years, and wrote 9 Musings columns/articles in the RCML newsletter/Intersection Points, from 2002 to 2005.

**Describe other related experiences that you believe qualify you for this office.**

I was a member of the organizing committee for the World Technology Conference when I was at the National Institute of Education in Singapore. I have also coordinated workshops and seminars at California State University Los Angeles (CSULA), in my capacity as the Director of Faculty Development at CSULA for two years.

Name: **Sarah Smitherman Pratt**

Institution: **University of North Texas**

**Why do you want to be considered for this office?**

I would like to assist in the planning of future RCML conferences.

**What do you believe are the challenges for RCML for the next two years?**

One challenge for RCML is the transition to a new editor of the journal, as well as the online publishing of the journal. Another challenge for RCML is the encouraging of current members to invite colleagues to join RCML as well as increase the attendance of the annual conference.

**How would you seek to accomplish these challenges if you are elected to this office?**

One way I think could assist in the increasing number of attendees at the annual conference is to find ways to incentivize current members to bring new attendees, such as granting the person who brings the most to receive a free annual membership to RCML.

**Describe your participation in RCML.**

I have been a member of RCML and attended the annual conference since 2009.

**Describe other related experiences that you believe qualify you for this office.**

In my prior service as Program Chair and currently as the Chair of the AERA SIG: Chaos and Complexity Theories, I have acquired much knowledge for how to solicit proposals, review the submissions, organize sessions, and implement the conference program in ways that facilitate generative conversations. Furthermore, because I have worked at LSU (as a graduate student), UNC-Greensboro (as an assistant professor), LRCE in Baton Rouge (as assistant program director for an alternative certification program), and University of North Texas (current position as an assistant professor), I have many networks of colleagues that I continue to maintain in my work as a mathematics educator.

Name: **Jessie C. Store**

Institution: **Alma College (Michigan)**

**Why do you want to be considered for this office?**

This office will make it easier for me to serve more meaningfully towards RCML's mission, which I am passionate about.

**What do you believe are the challenges for RCML for the next two years?**

Increasing membership, conference attendance, and proposals for conference proceedings.

**How would you seek to accomplish these challenges if you are elected to this office?**

Selling RCML through other national and regional conferences (including conferences for 2 year colleges and mathematics conferences) and peer-to-peer advocates with a highlight on proceedings especially because while there are many mathematics and mathematics education conferences, there are very few with proceedings. Whenever I am attending other conferences, I can volunteer to participate in RCML marketing efforts.

**Describe your participation in RCML.**

I am a member, regular presenter at the conferences, manuscript reviewer for Investigation in Mathematics, and I reviewed RCML proceedings manuscripts for 2 years.

**Describe other related experiences that you believe qualify you for this office.**

As a professor at a private college, I am actively involved in college's recruitment and marketing efforts. For example, we meet and talk with prospective students and discuss how Alma College is a good fit for them. I may bring this experience to RCML in support of efforts to increase membership and conference participation.

Name: **Ann Wheeler**

Institution: **Texas Woman's University**

**Why do you want to be considered for this office?**

I want to be considered for this office because I would like to become more involved with RCML. Since receiving my doctorate in mathematics education in 2009, I have been involved in multiple mathematics/mathematics education organizations. Out of all of the organizations, I enjoy attending and presenting at RCML the most. The members are encouraging and genuinely supportive of one another. I am excited about the opportunity of taking a leadership role in RCML.

**What do you believe are the challenges for RCML for the next two years?**

The challenges for RCML for the next two years include recruitment and visibility of the organization. I never really knew about RCML until a fellow TWU colleague told me about her involvement in the organization a few years ago.

**How would you seek to accomplish these challenges if you are elected to this office?**

As a member of the Conference Committee, I would strive to actively recruit new members via my interactions with colleagues at the state, regional, and national levels. Potential new recruits would learn of my positive experiences with the organization and ways in which I have been actively involved in the group.

**Describe your participation in RCML.**

In past years, I have published two conference proceedings and presented three talks at national RCML conferences. I also review for *Investigations in Mathematics Learning*. For the 2014 meeting, I volunteered to be a reviewer for the conference proceedings. I also submitted two proposals to speak, including conference proceedings.

**Describe other related experiences that you believe qualify you for this office.**

I also work/have worked on numerous TX committees, such as the Texas Higher Education Coordinating Board's Developmental Education Advisory Committee, Texas Success Initiative Assessment Review Sub-Committee Member, and College and Career Readiness Initiative Mathematics Faculty Collaborative Member. At TWU, I have been a member of the following committees: Mathematics Education Committee, Mathematics Education Hiring Committee, Teacher Preparation, Comprehensive Student Success Plan (CSSP) Advisory Council Member,

TWU's Visioning Focus Group, Faculty Events, Expanding Your Horizons Planning Committee, Who's Who, Faculty Awards, Family Day, Student Service Fee, Masters' Thesis Committees, and Professional Paper Committees (Chair and Committee Member). I also have advised/mentored multiple students through S-STEM and Honors Capstone projects, as well as coordinate College Algebra. Through these responsibilities, I have grown in my teamwork and leadership skills.

Name: **Sean Yee**

Institution: **California State University, Fullerton**

**Why do you want to be considered for this office?**

I want to be considered for this office because I can be useful in helping RCML grow while holding to the mission statement values that have made RCML great. After being part of the RCML family for four years, presenting each year on my research, being published in the RCML Investigations with a full research report, and now reviewing for the Investigations journal, I feel that I have a strong understanding of how the mechanics of RCML work. Additionally, I have presented regularly at NCTM, PME-NA, and JMM. Thus I have a valuable understanding of the internal and external relationships that RCML attempts to build at their conferences. I can be useful to the conference committee because I can leverage my experiences so that stimulation, generation, coordination, and dissemination of mathematical learning remain highly valued and perpetually attractive to the mathematics education community.

**What do you believe are the challenges for RCML for the next two years?**

I believe that keeping the strong foundation of current members while encouraging new members to join is a perpetual struggle that will ebb and flow over the next two years. The conference struggles to remain small so that presentations are intimate enough to have meaningful conversations, while offering more opportunities for graduate students and professors to present. This is not a problem that can simply be solved, but a spectrum in which RCML must continually redefine their identity.

**How would you seek to accomplish these challenges if you are elected to this office?**

As a representative from the West Coast, I believe I can offer creative ideas that will draw more members from this side of the country which is currently lacking in RCML. Moreover, I grew up with RCML while completing my dissertation in the Midwest in Ohio, so I am firmly planted in understanding its history and the influences that have helped RCML evolve so that the committee holds to its founding philosophy. I would help the committee by approaching viable options (such as poster sessions and panel discussion sessions) with a critical lens focusing again on the mission of RCML and making sure that all discussions and decisions were made for the appropriate reason. Additionally, I would suggest we capitalize on those who have published in the Investigations Journal by having the authors *speak* at the conference in a writing session so that more people can be mentored and guided in the publication process. I have noticed that the quality of manuscripts could be greatly increased with the help of such sessions. This will increase the Investigation Journal manuscript submissions and help disseminate RCML research in an appreciative and supportive manner.

**Describe your participation in RCML.**

I have presented at RCML for the last four years on my research in problem solving, linguistics, discourse, and proof.

I have published in the Spring 2013 issue of the RCML Journal *Investigations*.

I have published in the Spring 2011 Newsletter.

I have reviewed for the the RCML Journal *Investigations* multiple times in the last year.

**Describe other related experiences that you believe qualify you for this office.**

I have presented and published in multiple proceedings of conferences including PME-NA, NCTM Research Pre-session, and JMM. I have seen many ways in which conferences are run.

I am a STaR fellow (NSF Fellowship for young mathematics educators) for the year of 2013 and have networked well with faculty from across the country. This has allowed me to keep a pulse on current trends nationally and internationally in mathematics education.

I have received 2 grants during my first tenure-track year at California State Fullerton. One grant was the Funding My Research grant so that an understanding of how national and federal grants are reviewed, given, and processed while the other was an intramural grant to continue my research in teacher listening with a graduate assistant. This has offered me a more thorough understanding of the financial aspect of continuing research which can be valuable as a board member of RCML.

## The Pulse of RCML Publications-- Fall 2013

Sheryl A. Maxwell, VP

During this fall season, we all seem to receive many solicitations from a variety of organizations. Sometimes a person calling will ask for used clothing donations to be placed in a well-marked bag outside on a certain day. Even e-mails arrive requesting support for specific organizations through the donations of household items or non-perishable food designated for children and families in the region. Other callers from former institutions that I have attended will ask for a monetary amount for their university/college. My responses vary with each inquiry. I suspect that these indicate something of my nature, my current attitude, or simply my tolerance of these requests. I find that if I am given information, understand the situation, and take time for personal consideration I will more likely be positive in my response. Perhaps you react similarly. So, here is some information about our RCML Journal, *Investigations in Mathematics Learning*.

Dr. Vicki J. Schell's name as the Editor will appear in the three issues of Volume 6 of *Investigations in Mathematics Learning* during the 2013-14 Academic Year. The issues will occur as before: Fall issues will arrive in early October. Vol. 6, No. 2 issue will be mailed to subscribers in Winter 2014; Vol. 6, No. 3 issue will be published in Spring 2014. Volume 7, Number 1 issue will be prepared and mailed in September 2014.

In 2008 the RCML Executive Board assumed the ownership of the RCML journal, changing its name to *Investigations in Mathematics Learning*. The receipt of the journal is one of the benefits of membership in RCML. Your individual 2013 RCML dues was linked specifically to the publishing and printing of the Volume 6 issues you are currently receiving. But, like us, you need to consider the upcoming Volume 7 issues too, since those issues are connected to the 2014 annual dues.

Often it is best to renew your membership when registering for the upcoming annual meeting as there is a price reduction for the conference when you are a member (Yes, we check it). Recall that the dues for 2014 have increased to \$40. However, 85% of the \$40 annual dues, specifically \$34, is used as monetary support for printing, publishing, and mailing (an increase in the cost is looming) for the issues of the journal. If you have any questions regarding your continued receipt or lack of receiving Volume 6 issues, please contact me at 901-755-2131, or [smaxwell@memphis.edu](mailto:smaxwell@memphis.edu)

Dr. Schell would like to encourage all members of RCML to consider serving as manuscript referees for *Investigations*. If you are not already serving in this capacity and would like to do so, please contact Dr. Schell at [rcmleditor@cox.net](mailto:rcmleditor@cox.net). Additionally, Dr. Schell will have an open session at the 2014 annual meeting in San Antonio, TX to discuss the editing/acceptance process for *Investigations in Mathematics Learning*. We encourage all potential authors to attend and ask questions.

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